**Debating Wind Turbines – To build or not to build? (Exp. E1.2)**

The Debating Process

A debate involves 2 teams that speak for and against a topic in order to prove their side of the argument. Good debating involves thorough research, the creation of logical, well informed arguments, and the communication of those arguments in a coherent, decisive manner. Teams (for and against the topic) usually face each other during the debating process and speak in a well-defined order. For our debate we will use the following order:

* **For** – Opening statement (max 3 minutes, 2 speakers). Here you will lay out your basic premises about the topic and explain why you think more wind turbines should be built.
* **Against** – Opening statement (max 3 minutes, 2 speakers). Here you will lay out your basic premises about the topic and explain why you think more wind turbines should NOT be built.
* **First rebuttal** **For** – (2 minutes max). In this statement you will refute the opening argument of the For team. Using your research try to comment and refute as many of the opposing teams opening points as possible.
* **First rebuttal Against** – (2 minutes max). In this statement you will refute the opening argument of the Against team. Using your research try to comment and refute as many of the opposing teams opening points as possible.
* **Second statement For** (2 minutes max)
* **Second statement Against** (2 minutes max)
* **Second rebuttal For** (2 minutes max)
* **Second rebuttal Against** (2 minutes max)
* **Third statement For** (2 minutes max.)
* **Third statement For** (2 minutes max.)
* **Closing Arguments For** (3 minutes max., 2 speakers)
* **Closing Arguments Against** (3 minutes max., 2 speakers)

Note: The number of statements for and against will depend on the size of the final teams.

The Topic

Wind turbines are a way of harnessing vast amounts of untapped green energy. However, the constant low level noise they produce can cause sickness in some people according to some studies and their unsightly appearance makes them hard to locate close to populations that need the power. Currently this debate is raging in areas all over Ontario placing land owners and residents against the interests and policies of the provincial government and those of businesses involved in the construction of wind turbines in this province.

*Let it be argued that we should continue to build wind turbines in the province of Ontario and that wind turbines provide us with a clean renewable power source.*

The Process

The class will be divided into 2 teams (method to be decided). 1 team will argue for the construction of more wind turbines and their merit and the other group will argue against. You will have the rest of this class and the first 15 minutes of next class to prepare your arguments. Everyone on each team needs to speak once and the allotted time per speaker (or group or 2 speakers) will be strictly adhered to. While the debate is on **notes** are allowed on your desks but not **laptops**. It will be expected that you turn off your **cell phones** during the debate so as not to disturb your classmates.

Assessment

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| --- | --- | --- | --- | --- |
| Category | Level 4 | Level 3 | Level 2 | Level 1 |
| Knowledge of topic content (scientific, social, and political) | Demonstrates knowledge about the topic with a high degree of effectiveness | Demonstrates knowledge about the topic with a considerable degree of effectiveness | Demonstrates knowledge about the topic with some effectiveness | Demonstrates knowledge about the topic with limited effectiveness |
| Relate topic to STSE (application of knowledge) | Applies knowledge to STSE with a high degree of effectiveness | Applies knowledge to STSE with a considerable degree of effectiveness | Applies knowledge to STSE with some effectiveness | Applies knowledge to STSE with  limited effectiveness |
| Communication | Conveys ideas logically, clearly and convincingly, with a high degree of effectiveness | Conveys ideas logically, clearly and convincingly, with a considerable degree of effectiveness | Conveys ideas logically, clearly and convincingly, with some effectiveness | Conveys ideas logically, clearly and convincingly, with limited effectiveness |
| Research | Contributes substantially and meaningfully to the research behind the debate | Contributes meaningfully to the research behind the debate | Contributes in some way to the research behind the debate | Contributes in a limited way to the research behind the debate |
| Planning and preparation | Records notes, organizes thoughts, and assists with debate practising with a high degree of effectiveness | Records notes, organizes thoughts, and assists with debate practising with a considerable degree of effectiveness | Records notes, organizes thoughts, and assists with debate practising with some effectiveness | Records notes, organizes thoughts, and assists with debate practising with limited effectiveness |